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ABSTRACT

One of two workshop modules developed to be used in training vocational teacher education personnel how to adapt, utilize, and implement performance-based teacher education (PBTE) curricula materials, this module (X-102) was specifically designed for the large number of teacher educators and other leaders who participated in the twenty-four on-site workshops conducted as a part of the National Institute for Performance-Based Teacher Education, Second Phase. (Included in the ERIC system in separate documents are a final report of the national institute, CE 014 260, and the other workshop module, CE 014 161, which was designed for the leadership teams who attended the two national workshops.) This module contains an introduction and six sequential learning experiences. An overview precedes each learning experience and provides a brief description of the activities involved. The first five learning experiences are designed to provide needed background information and practice situations. The final learning experience requires that the user adapt, utilize, and implement PBTE vocational curricula within his own institution. (A report of a subsequent PBTE national workshop and related training materials are also available in the ERIC system under the following CE numbers: 013 792-795.) (EM)

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ADAPT, UTILIZE, AND IMPLEMENT PBTE CURRICULAR MATERIALS

Module X-102

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CE 014 160

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Prerequisites To complete this module, you need to have identified a need for alternative approaches to teacher education and possess a desire to try to improve your vocational teacher preparation program.

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INTRODUCTION

Performance-based instructional concepts and materials have great potential for improving the effectiveness of our vocational teacher education programs. To effectively adapt and utilize performance-based professional vocational teacher education curricula, however, requires knowledge and skills that are quite different from those used in traditional teacher preparation programs. Because of these important differences, it is essential that persons who plan to use performance-based teacher education (PBTE) materials and implement PBTE programs be adequately prepared for those important tasks. Because of the responsibilities that will face them, they need to: (1) acquire basic knowledge of what already has been done by PBTE program developers and implementers, (2) obtain a solid understanding of the underlying rationale and concepts of such programs, (3) be thoroughly familiar with the changing roles of the instructor and student in such programs, (4) know recommended procedures and techniques for designing and implementing such programs, and (5) be familiar with the format and content of PBTE curricular materials.

Without adequate preparation in the skills necessary to properly use the curricular materials, their potential for improving our vocational teacher preparation programs will be less than fully realized. The goal of preparing more competent and more effective teachers, who in turn can help their students better fulfill their career and personal goals, is too important

to not agressively seek attainment. Your role as a resource person, or manager of the instructional process, in a performance-based program will change considerably from the traditional role of professors and instructors. Hence, it is reasonable that we prepare you as well as we can for that changing role.

We have chosen the modularized approach to achieving the objectives of this workshop because we want to "practice what we preach." We are asking you to use modularized materials with your students and, therefore, felt you should learn what you need to know by the same process. This module and the various learning experiences and activities within it have been designed with exactly that in mind. We view your role as a resource person as vital to the successful use of the performance-based materials developed by The Center. This module addresses, through a wide variety of individual, small-group, and large-group experiences, the competencies you need to effectively carry out your role and responsibilities.

Module Structure and Use

Organization This module contains an introduction and six sequential learning experiences. Overviews, which precede each learning experience except the final one, provide at a glance brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and enabling objectives. The enabling objectives are designed to help you achieve the terminal objective. Each learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective.

The first five learning experiences are designed to provide you with the needed background information, and to give you opportunities to apply that information in practice situations. The final learning experience is designed to allow you to adapt, utilize, and implement performance-based vocational teacher education curricula within your own institution.

Objectives This module includes six objectives:

Terminal Objective: Within your own institution, adapt, utilize, and implement performance-based vocational teacher education curricular materials *(Learning Experience VI)*.

Enabling Objectives:

1. After a presentation on the concepts and rationale underlying the PBTE approach to teacher education, critique one educator's opinion of PBTE as described in a case study *(Learning Experience I)*.

2. Given a number of presentations relative to The Center's PBTE materials, describe the nature and use of The Center's performance-based vocational teacher education curricula *(Learning Experience II)*.

3. For simulated situations, serve effectively in the teacher educator role as resource person, advisor, and evaluator *(Learning Experience III)*.

4. After a presentation on the implementation procedures and guidelines to be followed in your institution's PBTE effort, plan for your use of the modules and the orientation of your students to their use *(Learning Experience IV)*.

5. Given the orientation workshop is almost over, tie up any loose ends *(Learning Experience V)*.

Resources A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references, and (3) to get assistance in setting up activities with peers. Your resource person should also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

Required

- *Peers* to discuss your critiques of the case study.
- *Resource person* to guide your discussion of the case study critiques.

Optional

- *References*, selected state-of-the-art reports by persons such as Elam, Schmieder, etc., will be available for your review.

LEARNING EXPERIENCE II

Required

- *Slide/Tape*, "The Performance-Based Professional Education Curricula," Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1975.
- *A module* selected by your resource person to serve as a basis for discussion of module format.
- *Peers* to discuss your description of the nature and use of a given module.
- *Resource person* to guide your discussion.

Optional

- *Sample Center modules*

LEARNING EXPERIENCE III

Required

- *Slide/Tape,* "The Role of the Resource Person in a Performance-Based Teacher Education Program," Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1976.
- *Reference,* Norton and Huang, "Student Guide to Using Performance-Based Teacher Education Materials." Columbus, Ohio: The Center for Vocational Education, The Ohio State University, August 1975. (This is a separate document to be provided to your students; a copy is also provided in the appendices to the Resource Person Guide.)
- *Reference,* Hamilton and Quinn, "Resource Person Guide to Using Performance-Based Teacher Education Materials," Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1975.
- *Resource person* to role-play a student asking you, the resource person, questions about the modules.
- *Peers* to participate as "resource persons" in the above role-play
- *Vocational Teacher Competency Profile* to use as a reference in assessing student needs.

Optional

- *Audiotape* of students' reactions to PBTE.
- *A Module* to use in assessing a teacher's ability to perform a specified competency in a classroom.
- *Resource person* to evaluate your competency in assessing a teacher's ability to perform a specified competency in a classroom.

LEARNING EXPERIENCE IV

Required

- *Resource person* to evaluate your competency in planning for your use of the modules and for the orientation of your students to their use.

LEARNING EXPERIENCE V

Required

- *Miscellanea* such as Estimate of Performance, Final Workshop Evaluation, et al.

LEARNING EXPERIENCE VI

Required

- *An actual teacher education institution* in which you can adapt, utilize, and implement PBTE curricular materials.

Terminology

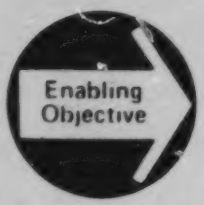
Optional Activity or Optional Feedback...refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Peers...refers to fellow workshop participants who are used to (1) role-play students, etc., and (2) participate in seminar-type discussions and planning sessions.

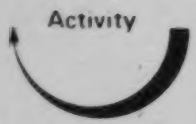
Resource Person...refers to your site coordinator, assistant site coordinator, and visiting consultant(s). Each group will be assigned a single resource person, but all resource persons will be available throughout the orientation workshop.

Learning Experience I

OVERVIEW



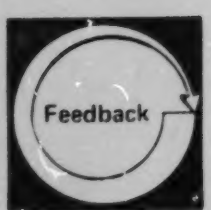
After a presentation on the concepts and rationale underlying the PBTE approach to teacher education, critique one educator's opinion of PBTE as described in a case study.



You will be listening to a large-group presentation on PBTE, the reasons for its development as an alternative approach to teacher education, and the characteristics of PBTE programs; and participating in a question and answer session following the presentation.

You may wish to read the information sheet, "The State of the Art of PBTE," pp. 9-19.

You will be reading the "Case Study," pp. 21-22, which describes one educator's opinion of PBTE, and critiquing that educator's positions.

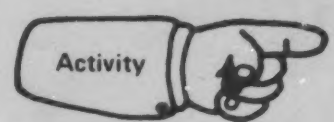


You will be discussing your critique with the other members of your group and your resource person.

continued

You may wish to discuss the "State-of-the-Art Questions," pp. 23-24, or other questions you have identified, with the members of your group and your resource person.

You may wish to review some of the available state-of-the-art/state-of-the-scene documents on PBTE, especially those commissioned and published by AACTE.



Join the other orientation workshop participants for a large-group presentation on performance-based teacher education (PBTE), the reasons for its development as an alternative approach to teacher education, and the essential, implied, and desirable characteristics of PBTE programs. During the presentation, note any questions you may have, and raise these during the question-and-answer session following the presentation.

For information on the characteristics of PBTE as specified by AACTE and on the scope of recent PBTE efforts, you may wish to read the following information sheet.

THE STATE OF THE ART OF PBTE

It may be helpful to spend a few moments initially to explain the use of the two different terms--PBTE and CBTE--and how we in Program II define PBTE. The use of these terms by persons in the field is not consistent. Since the term PBTE stresses "performance," some PBTE programs require students to perform skills without having carefully identified and verified which skills are needed. Similarly, since the term CBTE stresses "competency," some CBTE programs are developed based on identified competencies (or skills), but do not require students to perform. Both terms, however, are generally used synonymously and we in Program II feel that any such program (whichever term is used) should (1) be based on verified competencies (or skills), and (2) require prospective teachers to perform each skill in an actual school situation, in order to show their competency in that skill.

"ESSENTIAL DEFINING CHARACTERISTICS OF PBTE"
AS VIEWED BY THE AACTE COMMITTEE

February 1974

A teacher education program is performance-based if

1. Competencies to be demonstrated by the student are
   - derived from explicit conceptions of teacher roles *in achieving school goals,*
   - *supported by research, curriculum and job analysis, and/or experienced teacher judgment,*
   - stated so as to make possible assessment of a student's behavior in relation to specific competencies, and
   - made public in advance.
2. Criteria to be employed in assessing competencies are
   - based upon, and in harmony with, specified competencies,
   - explicit in stating expected levels of mastery under specified conditions, and
   - made public in advance.
3. The instructional program provides for the development and evaluation of the student's achievement of each of the competencies specified.
4. Assessment of the student's competency
   - uses his performance as a primary source of evidence,
   - takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior,
   - strives for objectivity, and
   - *facilitates future studies of the relation between instruction, competency attainment and achievement of school goals.*
5. The student's rate of progress through the program is determined by demonstrated competency.

Essential Characteristics of PB Instruction

In the judgment of the Committee, the essential characteristics of any performance-based instructional program are:

1. The instructional program is designed to bring about learner achievement of specified competencies (or performance goals) which have been

   - derived from systematic analysis of the performance desired as end product (usually that of recognized practitioners) and
   - stated in advance of instruction in terms which make it possible to determine the extent to which competency has been attained.

2. Evidence of the learner's achievement

   - is obtained through assessment of learner performance, applying criteria stated in advance in terms of expected levels of accomplishment under specified conditions and
   - is used to guide the individual learner's efforts, to determine his/her rate of progress and completion of the program and, ideally, to evaluate the efficacy of the instructional system and add to the general body of knowledge undergirding the instructional process.

The foregoing implies, of course, that

1. Instruction is individualized to a considerable extent.
2. Learning experiences are guided by feedback.
3. The program as a whole has the characteristics of a system.
4. Emphasis is on exit requirements.
5. The learner is considered to have completed the program only when he has demonstrated the required level of performance.
6. The instructional performance is not time-based in units of fixed duration.

In addition, a performance-based teacher education program usually has other characteristics, listed as "desirable" in the Elam report:

1. The program is to a considerable extent field-centered--to enhance realism.
2. There is a broad base for decision making--for logistical reasons as well as the requirements of democracy and professionalism.
3. Instruction is often modularized and uses protocol and training materials--to achieve flexibility and realism within the college setting.

4. Professional preparation is career-long--inherent in the concept of the professional teacher.
5. A research component is often built into the program--to enhance the knowledge base on which the profession depends.

The question may reasonably be asked, "How does the Committee's conception of the meaning and implications of PBTE differ in 1974 from what it was in 1971 when the Elam report was prepared?" In three respects:

1. The Committee would now say that the use of modules is not a necessary, defining characteristic of PBTE programs but simply a practice commonly followed in order to facilitate adaptation of instruction to individual needs and abilities. It often helps materially to avoid a rigidly time-based instructional design.
2. The Committee would now place much greater emphasis than earlier on the significance in the design of teacher education programs of stating formal hypotheses and setting up evidence-gathering and record-keeping systems so as to facilitate the testing of such hypotheses. This is in recognition of the key importance of building the knowledge base which it sees as a sine qua non for a full-fledged profession.
3. The earlier report may have given the impression that goals (competencies) which cannot be defined in assessable terms be eliminated. Not so. The obligation is to strive for clarity, rigor, explicit definition. But if the teacher educator is convinced that something belongs in the program even though he cannot measure it, he should feel perfectly free to include it but recognize that that aspect of his program is not performance-based. It may simply be conviction-based.

Although it was not explicitly stated in the Elam paper, the Committee believes that if a program, or an identifiable portion thereof, does not exhibit the essential characteristics to an appreciable degree, it should not be designated as PBTE. It is perfectly legitimate, however, to be operating a properly labelled teacher education program which is partly performance-based and partly not.

Current Efforts, Models, and Projects*

Major efforts relative to PBTE are currently underway in all academic and vocational areas, for preschool, elementary, secondary, post-secondary, adult, undergraduate, and graduate programs. Developmental, implementation, and dissemination efforts are in process at the local education agency level, college and university level, state level, and at the regional and national levels.

The teacher education project which has probably done the most to foster the careful development of PBTE programs and which has undoubtedly done the most publishing of PBTE resource materials has been the American Association of Colleges of Teacher Education (AACTE). Under the leadership of Karl Massanari, PBTE Project Director, and the Performance-Based Teacher Education Project Committee (established 1970) chaired by J. W. Maucker, the AACTE has already published seventeen booklets in its PBTE series and has recently begun the preparation of technical position papers. The project which is now in its sixth year of operation has also sponsored and conducted numerous national and regional conferences focusing directly on the problems and issues involved in implementing and maintaining PBTE programs. AACTE's efforts, supported by a grant from the U.S. Office of Education, have also focused on determining the state of the art of the national performance-based movement, and on fostering a widespread national dialogue about the progress, prospects, and problems of the movement.

*Taken from the preliminary draft of The Center's PBTE State-of-the-Art Report (prepared August 1975).

Another national effort launched in 1972 and also supported by the U.S. Office of Education is The Multi-State Consortium on Performance-Based Teacher Education. Perhaps best known for its widely disseminated and read PBTE newsletter, the effort represents a concerted approach by 10 states to promote the cause of PBTE, particularly within their own states. The project, administered by New York State and directed by Theodore F. Andrews, has as one of its primary objectives "the dissemination and communication of information about performance-based teacher education." It has also focused on the implications of PBTE for state certification, on the interstate sharing of information, materials and personnel, and on helping member states develop management systems for performance-based approaches to teacher education.

A third prominent national effort is The National Consortium of CBE Centers. The CBE consortium is an informal association of institutions involved in the development and implementation of Competency-Based Teacher Education. Also supported by the U.S. Office of Education, the consortium consists of nine National CBE Centers, each of which was an outgrowth of the design and development activities initiated in 1968 as the Comprehensive Elementary Teacher Preparation Models. Each of the Centers is involved in conducting CBE research and development activities for implementing preservice and inservice program models, and in providing developmental assistance and training to others interested in installing competency-based education programs. The Consortium serves to coordinate efforts of the nine Centers, to provide CBE

leadership at the national level, and functions as a clearinghouse for providing developmental program assistance.

In order to attain an overview of the extensive and pervasive nature of the many other PBTE, CBTE, and CBE efforts, consider the following list of 44 activities prepared by Allen Schmieder (1975):

State of the Art--Current Activities in Competency-Based Education

1. Seventeen states have mandated the approach as a full new or alternative system for teacher education and certification, 15 others are considering similar action. Several states plan full implementation within the next several years.
2. Approximately 500 institutions of higher education have pilot programs, about 120 have large operating programs, and 15 have institution-wide programs.
3. In 1972 a complete bibliography on the subject had 22 items; a "complete" bibliography finished in 1973 included over 800 items covering 57 different categories.
4. Pilot programs exist for almost every conceivable category of education: adult education, teacher education, education media, library personnel, nuclear radiology, dentistry, etc.
5. Thirty-seven out of 58 national professional associations surveyed in 1974 indicated involvement in competency-based education program development.
6. Six states have mandated both competency-based education and career education as major program priorities.
7. Competency-based examinations have become part of the licensing process for several occupations and professions.
8. A major national commission including 30 prominent educators and political leaders has been formed to spearhead a national research and development program in CBE--the commission is supported by private foundations and is affiliated with the Educational Testing Service of Princeton, New Jersey.

9. Thirty-one states have joined the Interstate Certification Project concerned with the mobility of educational personnel and interstate reciprocity of teaching certificates. A major focus of the 74-75 program is on transferability problems relating to competency-based education.

10. Fourteen states have formed a national consortium for the purpose of sharing information materials and personnel and for helping member states to develop management systems for the development and use of performance-based approaches to teacher education and certification.

11. Leadership representatives from a cross section of educational constituencies--higher education, teacher professional associations, school systems, students, the basic studies, state education agencies, the Federal Government--have formed a National Committee on Performance-Based Teacher Education (sponsored by the American Association of Colleges for Teacher Education) to determine the "state of the art" of the national competency-based education movement and to support a widespread national dialogue about the progress, prospects and problems of the CBE movement.

12. Ten predominantly black colleges have formed a consortium to spearhead the development of competency-based education in small colleges.

13. The Fund for the Improvement of Post Secondary Education supports projects which include a large number of professions and are generally directed at the identification and formulation of competency objectives, assessment for mastering of competencies, and the design and implementation of learning processes which facilitate the attainment of specified competencies.

14. 138 Teacher Corps projects involving as many institutions of higher education and local school systems give high priority to CBE programming.

15. A national occupational competency Testing Institute has been formed at the Educational Testing Service, Princeton, New Jersey.

16. HEW is supporting the development of alternative approaches to staff development for adult educators in all 10 HEW regions. Two regions (II, III) have concentrated on competency-based education, others have focused on related approaches.

17. Ohio State University's Career Education Personnel Development Project (USOE) is developing competencies for teacher education in career education.

18. There is a National Clearinghouse on PBTE at the American Association of Colleges for Teacher Education, in Washington, D.C.

19. There is a National Clearinghouse on Individualized Instruction at Georgetown University, in Washington, D.C.

20. There is a National Clearinghouse for CBE in Community and Junior Colleges, University of Florida, Gainesville, Florida.

21. There is a National Clearinghouse for Action Research in CBE, at Bowling Green University, Bowling Green, Ohio.

22. There are nine Regional Competency-Based Education Centers supported by the Office of Education to develop experimental CBE models in teacher education and to provide developmental assistance and training services for those interested in installing CBE programs.

23. The American Bar Association is sponsoring a study of (Hastings Law School, San Francisco) the implications of CBE movement for training of lawyers and for education related court cases.

24. The School Library Manpower Project adminsters six experimental program models in competency-based library-media education.

25. Over two years the AACTE National Committee has sponsored 10 regional leadership training institutes for over 2,000 educational leaders.

26. A virtual "National Storehouse" of related materials have been developed at colleges, universities, and Federally supported educational laboratory and research and development centers, e.g., 145 validated protocol packages, 650 (Gage Catalogue) validated training materials, mini courses, ITU Teachers College Units, Parson's Guided Self Analysis, Interaction Analysis Packages, IGE packages.

27. The Educational Testing Service is developing and testing taxonomy and assessment instruments for identifying and evaluating competencies acquired in domestic and volunteer activities.

28. The Council for the Advancement of Small Colleges is conducting case studies regarding cost effectiveness in a variety of CBE programs.

29. A number of skills and competency banks have been developed at several institutions of higher education and regional education laboratories.

30. Large module banks exist at approximately 10 institutions.

31. Four states have developed state-level generic competency catalogues.

32. The Antioch administered University Without Walls Program provides external degree opportunities for thousands of students through a national network of colleges and universities.

33. The Open University of the United Kingdom enrolls nearly 50,000 students from all walks of life and is the largest educational publisher in the nation.

34. New York State has developed an external degree program in the fields of nursing (AA&BA), business administration (AA) and the liberal arts (AA&BA) (heavy emphasis on life experience and military experience).

35. The Learning Resource Center in Syracuse, New York has a goal of providing competency-based external degrees to 5,000 adults in the next several years.

36. A growing list of institutions have developed CBE programs in school administration, including Alabama A&M University, Arizona State University, Bank Street College, University of Connecticut, Florida International, University of North Florida, University of Georgia, Governous State University, University of Kansas, Iowa College, St. John's University, Columbia Teacher's College, University of Houston, Weber State College, University of Utah, University of Vermont.

37. An Institute for Research and Development of Competency-Based Teacher Education Programs has been formed in the College of Education at Wayne State University.

38. The Department of Supervision and Curriculum Development at the University of Georgia is developing a competency-based center in Curriculum and Supervision. A number of other places now have CBE degree programs in supervision, including University of California at Santa Barbara, Florida International University, University of North Florida, Governous State University, Tri State College, Louisiana State University, Weber State College, and the University of Utah.

39. The American Association of School Librarian Division of the American Library Association has formed a committee to develop a competency-based certification model for school media personnel.

40. The Model Legislation Project, working in cooperation with the Lawyers Committee for Civil Rights Under the Law, made an analysis of all state regulations and laws relating to education (developed 3,000 pp. index) and as one consequence, is developing model legislation for competency-based education.

41. Six leading CBE states, working with the National Commission on PBE, are developing plans for coordinating research programs and sharing results.

42. Competency-Based Education is one of the major priority areas in a newly developing Federal Government interest in findings ways to diminish the isolation of formal education. Three Federal agencies (HEW, Commerce, Labor) have formed inter-agency task forces--including one on CBE--to work on the problem.

43. The National Institute of Education is supporting a number of significant CBE efforts--two of the most important being the California Project which is examining relationships between teaching and learning in key subject areas and the Oregon State Project which is developing CBE programs at the high school level. A large number of other NIE projects have important implications for CBE program developers.

44. Experience to date in implementing CBE programs for educational personnel development includes the:
--conceptualization and initial development of an array of CBE pilots
--implementation, evaluation, and revision of many of these pilots
--development of a wide array of instructional materials and resources
--building of relevant data banks
--development of new assessment procedures and instruments
--development of competency lists

The following case study describes how one educator explained and described the PBTE movement. Some of his views are accurate, some are off-base. Based on your knowledge of the state of the art of PBTE, read and critique the case study. (Questions are listed following the case study to guide you in critiquing the educator's explanation of PBTE). Your critique should be prepared in writing; however, brief notes will be sufficient. Be prepared to discuss your solution in more depth with your peers.

CASE STUDY

Jim Bloom, a teacher educator at Felton State University, was attending the annual AVA Convention. As part of the proceedings later in the week, there were to be several presentations on PBVTE. On the first evening of the conference, Jim became involved in an informal discussion with some fellow teacher educators. At first, they were discussing general matters, but eventually, someone brought up the subject of PBVTE. Jim had read a number of articles on the subject and, since no one seemed to have a clear idea of what PBVTE entailed, Jim volunteered the following synopsis of the PBTE movement:

"Most people agree that PBTE and CBTE mean the same thing; both are teacher education programs that are developed based on identified competencies. There are a lot of validated competency lists available, most of which specify the skills, knowledge, and attitudes a teacher should have to be a successful teacher. An institution can choose the competencies they consider important and develop a program around these competencies. PBTE programs do not structure programs via courses; rather, students pursue individual goals independently using instructional packages called modules. Because students are exposed to, and involved in, experiences related to actual teaching competencies, PBTE ensures that when a student passes all the written exams covering those essential competencies, he or she is better prepared to teach than in traditional, theory-based programs. In theory, PBTE is ideal, but in practice it is difficult to implement. Too many major organizational changes are involved and too many key questions have yet to be answered. The most critical weakness of PBTE is that it tends to be mechanistic and impersonal. Students are left too much on their own. Furthermore, they acquire a lot of specific unrelated skills without learning to put those skills together. It's sort of like the math situation. We used to have students who could add and subtract, but couldn't apply that knowledge to real situations. With new math, we have kids who know how to approach the solution of a problem, but who can't add and subtract. In teacher education the sequence is reversed, but

the same inadequacies are evident. Teacher education programs used to prepare teachers who understood theory, but didn't have specific skills. With PBTE, teachers are prepared in skills only and lack the needed theory and affective preparation. I mean, it's a good idea and all, but it's too cut and dried. You can train computer programmers that way, but not teachers!"

Which of Jim's statements are accurate? Which are incorrect? What facts does Jim need to know in order to have a more accurate and complete picture of PBTE?

Meet with the other members of your peer group and with your resource person, and discuss the case studies and the critiques each of you prepared. Your resource person has a list of model answers and will use these to help guide the discussion.

Below is a list of "State-of-the-Art Questions" which should have been answered for you during the earlier presentations. If you still need clarification on any of these questions, or others you may have identified, you may wish to discuss these questions with your resource person and/or peers.

STATE-OF-THE-ART QUESTIONS

1. What characteristics of traditional teacher education programs have caused educators to be dissatisfied with the status quo and to look for alternative approaches to teacher education?

2. What historical events led up to the emergence of PBTE?

3. What organizations and/or groups have done the most to further the development, implementation, and dissemination of PBTE programs, materials, and information?

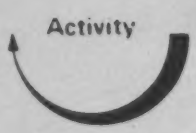
4. Where can one locate additional literature on, and materials for, PBTE programs?

At this point, you may wish to review some of the state-of-the-art and state-of-the-scene reports which are part of the PBTE literature-base, especially those prepared by AACTE. Check with your resource person to determine the location of these reports.

Learning Experience II

OVERVIEW

Given a number of presentations relative to The Center's PBTE materials, describe the nature and use of The Center's performance-based vocational teacher education curricula.



You will be viewing a large-group presentation of a slide/tape on The Center's Performance-Based Curricula Program.

You will be listening to a large-group presentation concerning the research and development phases of The Center's Performance-Based Curricula Program, and participating in a question-and-answer session following the presentation.

You may wish to read the information sheet, "The Center's Performance-Based Curricula Materials," pp. 27-36.

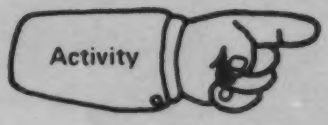
You will be listening to a large-group presentation in which you will be "walked-through" a module, and participating in a question-and-answer session following the presentation.

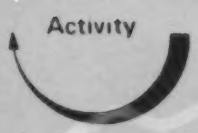
continued

You will be reviewing a module, and describing in writing the nature and use of the module using the "Review Guideline Questions," pp. 37-38.

You will be discussing your description of the nature and use of the module with the other members of your group and your resource person.

You may wish to review sample Center modules.





Attend the large-group presentation in which the slide/tape, "The Performance-Based Professional Education Curricula" will be shown. This slide/tape is designed to provide a general overview of The Center's Performance-Based Curricula Program. Included in the slide/tape are explanations of (1) the need for PBTE, (2) the characteristics of PBTE, (3) the research base on which the continuing developmental efforts of The Center's project have been built, (4) the developmental and testing process utilized in producing Center modules, and (5) the characteristics and format of Center modules.

Attend the large-group presentation in which the research and development phases of The Center's Performance-Based Curricula Program will be explained in further depth and more detail. Following the presentation, time has been allotted for you to raise any questions you may have as a result of viewing the slide/tape or listening to the presentation on the research and development phases.

For a summary of the research phase of The Center's Performance-Based Curricula Program, you may wish to read the following information sheet:

THE CENTER'S PERFORMANCE-BASED CURRICULA MATERIALS

The performance-based teacher education curricular materials (modules) which will be used as the basis for instruction in the institute were developed as part of The Center's Performance-Based Curricula Program during the period August 1971 to July 1975. This section describes the research base which provided a solid conceptual framework for development of the modules, the general nature of the modularized materials, and the extent of their testing, revision, and validation.

Research Base

The research base for the Performance-Based Vocational Teacher Education Curriculum was developed in two major phases, and involved approximately 1,000 persons at the state department, university, and school levels. In Phase I, the performance requirements of teachers of conventional vocational programs, namely agricultural, business and office, distributive, health occupations, home economics, technical, and trade and industrial education, were identified. An occupational analysis (introspection, and interviewing of master teachers and vocational teacher educators) of the seven service areas resulted in a preliminary list of 237 tasks.

The tasks were then examined and rated by a 21-member panel representing each of the seven services and 19 states. The panel identified important common and unique tasks by service areas. Two hundred and twenty-six of the 237 tasks were deemed important to the successful vocational teacher.

Next, a national critical incident study involving 750 teachers identifed 30 additional tasks and verified the importance of 226 existing competencies. See Figure I on the following page for a graphic illustration of the steps and findings involved in both Phase I and Phase II of the research.

Phase II involved identifying the performance requirements of teacher-coordinators of cooperative programs, namely off-farm agricultural, wage-earning home economics, office occupations, special needs, and trade and industrial education. A total of 385 tasks, including those identified in Phase I, were identified through introspection and interview techniques.

RESEARCH BASE FOR PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION CURRICULUM

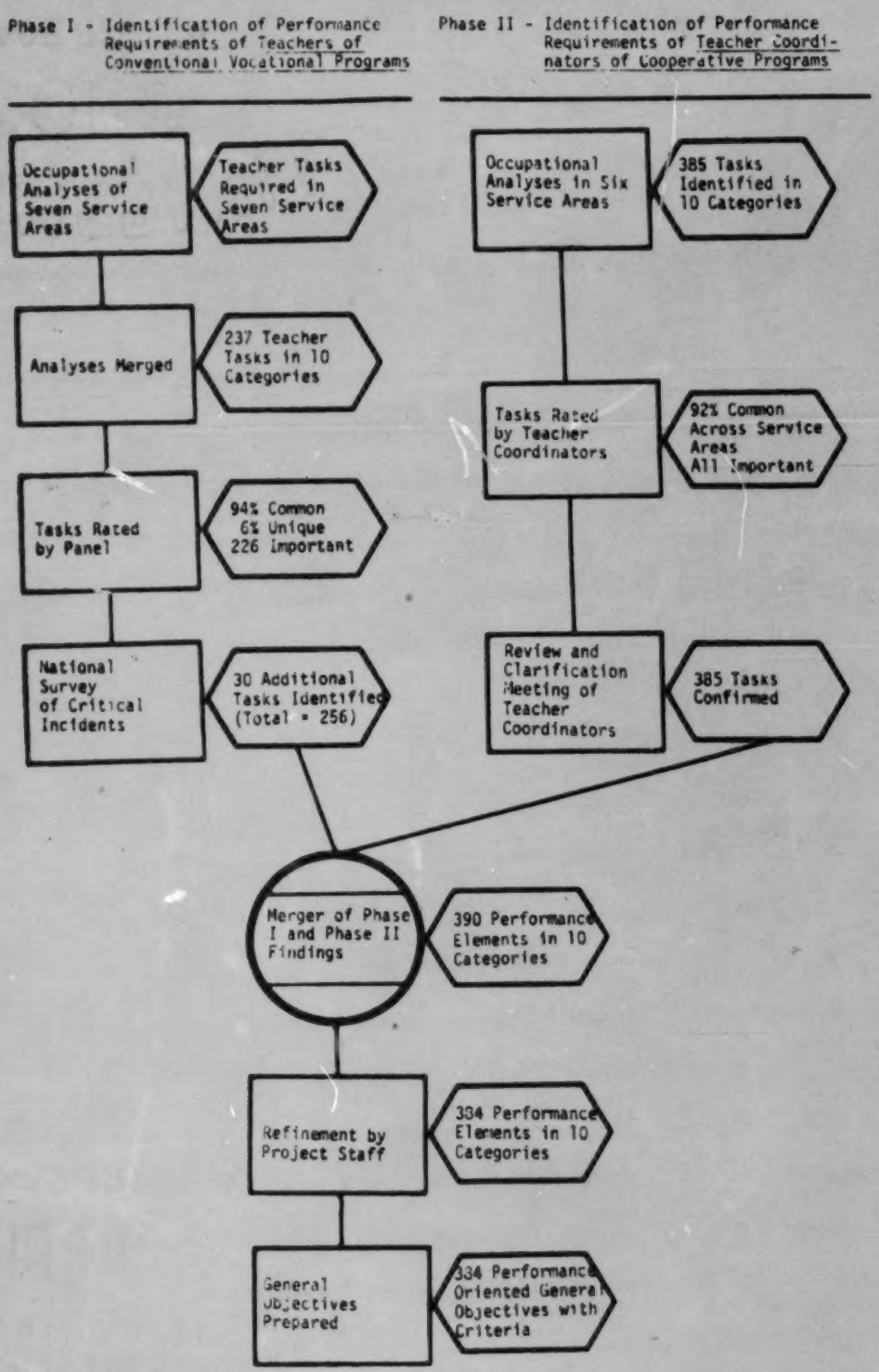

Phase I - Identification of Performance Requirements of Teachers of Conventional Vocational Programs
Phase II - Identification of Performance Requirements of Teacher Coordinators of Cooperative Programs
Occupational Analyses of Seven Service Areas
Teacher Tasks Required in Seven Service Areas
Analyses Merged
237 Teacher Tasks in 10 Categories
Tasks Rated by Panel
94% Common 6% Unique 226 Important
National Survey of Critical Incidents
30 Additional Tasks Identified (Total = 256)
Occupational Analyses in Six Service Areas
385 Tasks Identified in 10 Categories
Tasks Rated by Teacher Coordinators
92% Common Across Service Areas All Important
Review and Clarification Meeting of Teacher Coordinators
385 Tasks Confirmed
Merger of Phase I and Phase II Findings
390 Performance Elements in 10 Categories
Refinement by Project Staff
334 Performance Elements in 10 Categories
General Objectives Prepared
334 Performance Oriented General Objectives with Criteria

Figure 1

A 300-member national task force of outstanding teacher-coordinators (50 from each of the six areas) rated the tasks as to their importance to the successful teacher coordinator. All 385 tasks were deemed important, and 92 percent were of common importance across two or more service areas.

The findings of Phases I and II were then merged into one comprehensive list of 390 performance elements for all teachers of vocational education. After refinement by project staff, the 384 performance elements remaining were organized into the following ten professional categories:

A - Program Planning, Development, and Evaluation

B - Instructional Planning

C - Instructional Execution

D - Instructional Evaluation

E - Instructional Management

F - Guidance

G - School-Community Relations

H - Student Vocational Organizations

I - Professional Role and Development

J - Coordination

Finally, a set of performance-oriented general objectives specifying the task and the general criteria for evaluating a teacher's performance of the stated activity was developed (Cotrell and others, 1972).[1]

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[1]Calvin J. Cotrell and others, Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives, Set II. R&D Series No. 78 (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1972).

Development and Validation of Materials

Following verification of the 384 competencies identified in the research, work was initiated to develop the necessary curricular materials. The materials are especially designed for use in implementing performance-based vocational teacher education programs for all vocational service areas, at both the preservice and inservice levels. The curricular materials are in the form of individualized learning packages, or modules, each of which has as its base one or more of the 384 competencies. By basing the modules on the verified competencies, there is solid assurance that the objectives of the modules actually represent competencies needed by vocational teachers.

To further ensure that the modules reflect the actual needs of vocational teachers and that the modules appear to the user as likely to deliver on the objectives, the module development process was structured so as to ensure maximum involvement by persons in real world settings. Each module was initially developed in cooperation with persons at institutions and agencies representative of those who will eventually use it. Quality control procedures were built into all steps of this process.

Briefly, the development process involved (1) development of 118 prototype modules at two university sites: The University of Missouri at Columbia, and Oregon State University at Corvallis; (2) review of each module's accuracy and acceptability by teams of teacher-educators at both sites representing all vocational service areas; (3) review of each module by Center staff; (4) revision of prototype modules by Center staff using all reviews as a

basis for changes made; (5) preliminary testing of each revised module by ten or more students at one or more universities; (6) review of each module's usability and effectiveness by students and teacher educators involved in testing the module; (7) review of individual modules and categories of modules by independent consultants and subject matter experts; (8) psychometric refinements of the objectives and assessments of each of the 118 modules by the California Testing Bureau of McGraw-Hill; (9) revision of tested modules by Center staff and independent consultants using all reviews as a basis for changes made; (10) review of each revised module by Center staff; and (11) final preparation of modules for advanced testing which was conducted at 17 universities and one post-secondary institution.

Throughout this cooperative development process, inputs by faculty and students in actual teacher preparation situations have materially influenced format and content of the modules.

Input received from the consultant reviews and preliminary testing was placed in a revision file and used as the basis for major revision of the module content and format by Center staff and consultants, using a rigorous revision process.

Based on the input received, seven major changes were made in the modules. First, users and reviewers indicated that <u>better directions</u> were needed. For example, students should not simply be told to "role-play," but should be given complete directions for <u>how</u> to do it, including a role description to guide anyone playing a role outside his/her own frame of reference. Users had a tendency to "get lost" in the modules, in that

directions for where to go next after completing an activity were sometimes missing or unclear. The revised modules include complete and clear directions for how to use the modules and how activities are to be accomplished.

Second, it was felt that front-to-back sequencing of the modules would make them easier to use. Users complained about the constant "flipping back and forth" necessitated by separating the information sheets and feedback devices from the learning experiences in which they were to be used. In the revised modules, all activities, information sheets, and devices are sequenced in the order in which they are to be used.

Third, users and reviewers indicated that the modules should be more self-contained. Some users had difficulty locating and obtaining outside references required for completion of the learning experiences. Overall, it was felt that including as much of the necessary information as possible within the covers of the module would increase its usability. Thus, with few exceptions, the revised modules contain information sheets covering the performance to be achieved, and seldom require the student to go to outside resources.

Fourth, feedback indicated the necessity for alternate activities when learning experiences require the use of peers (e.g., for role-playing). Some users, particularly inservice teachers, had difficulty locating peers to work with. The revised modules always provide an alternate activity (often in the form of case studies to which the student reacts) when an activity calls for working with peers.

Fifth, users and reviewers called for more flexibility and individualization in the form of optional activities. The revised modules provide enrichment (e.g., a suggested outside reading which goes into the topic in more depth) and/or clarifying (e.g., viewing a videotape of a teacher performing the skill; discussion of concepts with peers) activities for those who desire or need them.

The sixth major change was the addition of symbols to help guide the student through the module, and illustrations in the information sheets to provide visual reinforcement of concepts and make the module more attractive. While these additions were not specifically asked for by users or reviewers, it was felt that they were consistent with other changes made to increase module usability and clarity.

Finally, users and reviewers indicated a need for some recombination of elements. For example, it was felt that some modules within the student vocational organization category covered skills which were too minute to warrant separate modules; in this case, the number of modules in that category was reduced from 16 to 6. As a result of recombination of elements, the original 118 modules have been reduced to 100.

Advanced testing of the modules was conducted at 18 different colleges and universities located in 13 different states and Canada. The primary purpose of advanced testing was to collect formative evaluation data which could be used in module refinement. Feedback data is now being analyzed on all modules,

by module categories, and for each specific module. Over 8,500 completed student tests have been received.

Information on the prototype module development process, the module revision process, and various instruments used in preliminary field testing, are available on request.

The module format is standardized into four major components (1) Title Page; (2) Introduction; (3) About This Module Page; and (4) Learning Experiences. Some learning experiences provide students with the information and background knowledge they need to perform the competency. Other learning experiences give students the opportunity to practice the competency in a simulated situation. The final learning experience always requires the student to demonstrate in an actual school situation that he or she has achieved the competency described in the terminal objective of the module. Each learning experience includes devices which allow the student to get immediate feedback on his or her progress. See the Vocational Teacher Competency Profile for a listing of the titles of the 100 modules that will be available.

The final step in the development process involves refinement of the modules based on testing results.

Further assurance of the nature and quality of the performance-based materials is provided in the following excerpts from letters written by two members of the National Advisory Panel for the Performance-Based Professional Curricula Program after attending a February 1975 panel meeting.

- The project itself reflects careful thinking and planning. It is quite likely that the products will be the most carefully conceived, produced, and tested in the country. I perceive that many educators, other than in vocational and technical fields, will be interested in modifying them for use with elementary teachers, secondary teachers in other areas, and other post-secondary training programs where teaching is involved (business and industry, military, etc.)

- I was particularly impressed with the systematic procedures that have been and are being followed as the project moves through its various stages. In my opinion, thoroughness is absolutely essential to the accomplishment of a task of this magnitude.

  I was further gratified to see that the actual modules are instructionally sound. This judgment reflects my impression that the instructional system used on each module is well designed and that the content of the modules appears to be substantive. The brief review of actual modules which I made indicated that the content of the instruction is based on well accepted learning principles.

Attend the large-group presentation in which a resource person will "walk" you through a module, explaining general module characteristics and specific format techniques in terms of this one module. In addition, the resource person will point out how The Center's modules reflect the characteristics of PBTE.

Review the module given to you by your resource person, and demonstrate knowledge of the format and characteristics of The Center's modularized curricular packages by completing the "Review Guideline Questions" listed below. Your written responses need not be detailed; simple, concise notes will be sufficient.

REVIEW GUIDELINE QUESTIONS

1. To what does the phrase "Performance Element No." on the title page refer?

2. Are any prerequisites required for this module and where is this information located?

3. What is the purpose of the "Procedures" section?

4. What types of information are included in the "Introduction" and for what purposes? Give brief examples to support your responses.

5. Skim the overviews and answer the following questions:

   a. What specific activities are provided to give the student cognitive background?

   b. What specific activities are provided to give the student practice in applying that background information?

   c. What optional activities are provided?

   d. Based on your expertise as a vocational educator and a vocational subject matter expert, what additional optional activities could you devise to individualize the package for students in your specific service area?

6. Why is the future tense (e.g., "You will be viewing") used on the "Overview" page?

7. What is the purpose of the color coding?

8. After a student reads an information sheet, how does he/she know that he/she has acquired the necessary background information?

9. What enabling objective is included in the final learning experience?

10. At what point, and under what conditions, can the student complete the final experience?

11. Within the "Teacher Performance Assessment Form" is the student required to perform skills acquired through the prerequisite modules? Give evidence to support your answer.

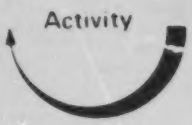
Meet with the other members of your group and with your resource person to discuss your answers to the "Review Guideline Questions," pp. 37-38.

For the purpose of (1) becoming familiar with the range of modules presently available from The Center, or (2) reviewing the format and structure of other Center modules, you may wish to peruse the sample modules on display in your area.

Learning Experience III

OVERVIEW

For simulated situations, serve effectively in the teacher educator role as a resource person, advisor, and evaluator.



You will be listening to a large-group presentation on the roles of the resource person and the student in a PBTE program, and participating in a question-and-answer session following the presentation.

You will be viewing a large-group presentation of a slide/tape on the role of the resource person in a PBTE program.

You will be reading the information sheet, "The Role of the Resource Person," pp. 43-50.

You may wish to listen to an audiotape of students' reactions to their use of PBTE modules.

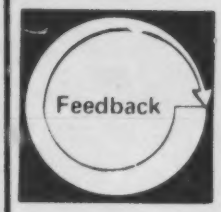
You will be role-playing a resource person who is advising a student concerning PBTE.

continued

You will be evaluating your competency in advising a student concerning PBTE and the student's role in using performance-based curricular materials by assessing and discussing with your resource person and peers the appropriateness of your responses to the "student" in the previous activity.

You will be reviewing the "Vocational Teacher Competency Profile."

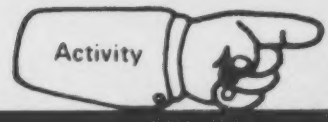
You will be reading the "Case Studies," pp. 53-56, and assessing the needs of, identifying appropriate curricular materials for, and providing appropriate advice to, the pre-and inservice teachers in at least four of those case studies.

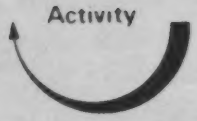


You will be evaluating your competency in assessing student needs, selecting appropriate curricular materials, and advising students by comparing your solutions with the "Model Answers," pp. 57-59.

You may wish to view a "teacher" trying to "test-out of a module, and role-play a resource person assessing the teacher's performance.

Your competency in assessing a teacher's ability to perform a specified competency in a classroom situation will be reviewed by your resource person during a discussion with the other members of your group.





Join the other workshop participants for a large-group presentation on the roles of the resource person and the student in a PBTE program. You will be given two documents, Hamilton and Quinn, "Resource Person Guide to Using Performance-Based Teacher Education Materials;" and Norton and Huang, "Student Guide to Using Performance-Based Teacher Education Materials." The resource person(s) will review their contents, and indicate how they can be used. As you listen to the presentation, note any questions you may have. During the question-and-answer session following the presentation, raise the questions which arose.

Attend the large-group presentation in which the slide/tape, "The Role of the Resource Person in a Performance-Based Teacher Education Program," will be shown. This slide/tape is designed to illustrate the critical nature of the role of the resource person in a PBTE program and to provide an overview of the responsibilities and tasks involved in fulfilling that role.

For more information on the roles and responsibilities of the resource person using PBTE modules, read the following information sheet.

THE ROLE OF THE RESOURCE PERSON

Critics of programs which use performance-based teacher education (PBTE) modules claim that turning students over to packaged materials to work independently is impersonal and ineffective. Normally we do not start information sheets with such negative statements, but this point is critical: the teacher educator must not abandon instructors to the modules. The Center's PBTE

approach absolutely requires the active presence of the resource person to make it work. He or she is vital in (1) orienting students to the PBTE program, (2) helping students select the modules they will take, (3) assisting students in getting needed supplies and materials, (4) arranging small-group and large-group meetings so students have a chance to interact, (5) helping students set up simulations involving peers, (6) providing advice when students encounter problems, (7) supplementing the material in a given module with materials, presentations, and activities drawn from his/her own expertise as a teacher educator, (8) providing students with feedback when it is needed, and (9) evaluating students final performance.

In our testing experience to date, when students indicated they disliked working with modules, it was generally because they had been asked to work alone on the module unassisted by a resource person or by fellow students. Typical comments include:

"I couldn't find any peers to work with"

"My resource person was never available"

"I couldn't locate the required videotape"

"I'd already had a course on this topic so this was sheer busywork for me"

"I miss discussing things with my classmates"

Teaching is an interactive process. You cannot teach teachers to interact effectively with students if you give them a module and require them to work in isolation. These modules were not designed for that purpose. Each module provides basic information and activities, but the resource persons are the key to

making the modules work. The modules are only a simple tool in teacher preparation. It is up to the resource person to provide additional learning tools and to truly individualize the instructional process to meet students' needs.

Explaining PBTE to Students

In all probability, few of your students will be familiar with PBTE, so your first task is to introduce them to the concept. People tend to be uncomfortable (even antagonistic) when confronted with something unfamiliar. Before they will accept the new, they want to know what it is, what its value is, and how it will affect them. Consider how you feel when someone asks you to taste something unfamiliar and, perhaps, vaguely suspicious in appearance. To avoid such a qualmish reaction, you need to tell your students why you have elected to use modules, how using modules requiring performance in an actual school situation can help prepare them to teach, and how your particular program of use is set up.

Another consideration is that students have probably been exposed primarily to educational systems involving large-group instruction and teacher-centered instruction. They are used to having the teacher take responsibility for teaching, rather than their having to take responsibility for learning. Therefore, they need to be oriented to the new role they are expected to play and to their new responsibilities for learning.

Helping Students Select Modules

In PBTE, students are evaluated on whether they have achieved a particular skill, not whether they have completed a particular module. Thus, another of your tasks as a resource person is to help students identify which modules, or which learning experiences within a module, they need to complete to meet your requirements and their needs. This means that you will have to identify which modules you will use in your course, which are required, and which are optional. You will also have to meet individually with students to determine which skills they already possess. If a student already possesses a particular skill, he or she should need only to demonstrate the competency to specified standards without going through the whole module.

Facilitating Students' Completion of Modules

Most modules include activities (generally optional) which call for outside resources. A student may be asked to present a lesson to a group of peers. The module may suggest supplementary readings. It may be recommended that the student videotape his/her performance for self-evaluation purposes. A module may recommend that the material in the information sheet be discussed further with peers or with the resource person. A student may be told that it would be helpful to meet with an experienced teacher to discuss a particular concept or to observe that teacher demonstrating a particular skill.

Students may experience difficulties in carrying out these activities if you have not set up guidelines or procedures in

advance. You need to devise a system for students to easily locate the equipment, materials, peers, and resource persons they need so that they can complete the module without being forced to jump unnecessary hurdles, or experience unnecessary delays. This system should also include provision for periodic small-group and large-group discussion sessions.

Another part of your system must be designed to ensure that a student with a problem or question concerning an activity has access to you, or another person designated as a resource, within a reasonable amount of time. Specific office hours, periodic class meetings, sign-up sheets, student resource persons can all be used to prevent students from being unable to get a needed answer.

It should be noted that to provide students with advice and answers concerning a given module, it is absolutely critical that any resource person be totally familiar with the content and learning activities of the module involved.

Supplementing Module Activities

Modules were written to be used by teacher educators, not to replace them! Teacher educators have been specially trained in the professional and/or technical skills needed by classroom teachers. Their expertise and experience are essential to successful use of the modules. As a teacher educator you are undoubtedly aware of numerous materials and techniques which are effective in teaching a particular skill, such as:

- presentations
- guest speakers
- textbooks, periodicals, pamphlets, handouts
- simulations, role-playing situations
- videotapes
- audiovisuals

As mentioned previously, the resource person must be thoroughly familiar with each module that he or she assigns. During the process of familiarizing yourself with a particular module, you should plan how you can supplement the contents of the module. Do you have an excellent handout on the subject? Would students benefit from participating in a seminar at some point in the module? Would a large-group presentation enhance the module activities at some point? Do you have additional tips or practical do's and don'ts you need to convey to students concerning the skill? Is there additional information, unique to the vocational service area in which your students are training, which they need to be aware of? By asking questions of this type as you review each module, you can make the learning experience more effective for your students.

Providing Feedback

Because we recognize the limitations on each resource person's time, we have tried where possible to have students do "Self-Checks" on their progress, involving the resource person as the evaluator only in the final experience. However, the modules remind students periodically to check with their resource person

if they are experiencing problems. If a student does not agree with or understand the feedback provided in the module, you need to provide him or her with additional feedback. Furthermore, as time allows, you should spot check student progress to be sure that each student is using the modules correctly and to provide students with reinforcement and feedback concerning their progress. For example, some students unused to setting their own pace, may tend to wait until the last minute to complete their module work which seems less pressing. By monitoring their progress, you can detect such problems and take corrective measures.

Evaluating Final Performance

The Center's PBTE modules require that students prove their competency by meeting specified criteria while performing the skill in an actual school situation. It is essential when students are evaluated using the Teacher Performance Assessment Form in the final experience, that the evaluator is qualified to use this form effectively. This means that teacher educators should be familiar with these forms in advance to increase the consistency of the ratings, and that other persons who are asked to use these forms (e.g., cooperating, or master, teachers) be trained to use them properly. Since the student's competency is assessed during the final experience of each module, it is essential that these forms be used appropriately, objectively, and consistently.

The role of the resource person is indeed a crucial one, requiring, perhaps, a change in emphasis and activity on the part of the teacher educator, but certainly not a change in the need to draw upon all of his or her reservoir of information, experience, and training. Modules are not a substitute for the teacher educator, but simply a way to structure, enliven, and enrich student learning.

The duties of the resource person are many, varied, and in some ways, demanding. The resource person works with students as advisor, helper, instructor, and evaluator. If the resource person can accomplish these duties conscientiously and skillfully, the resulting teacher education program can provide an exciting and growth-producing experience for the teacher, and a professionally satisfying experience for the teacher educator.

You may wish to listen to an audiotape of the reactions of students who completed modules as part of their teacher training at institutions involved in the advanced testing of Center modules.

Join the other members of your group. Your resource person will assume the role of "student" and select questions from the "Student Questions" on the following page to ask of his/her "resource person." You are one of the resource persons, and should respond to your "student's" questions in that role.

STUDENT QUESTIONS

1. Why are we using modules and not a regular textbook?

2. Why do I have to test out in an actual school situation? Can't you give me a written test?

3. I am preparing to be an office education teacher. Why aren't the examples all from office education?

4. Why do you want me to take this module? I already have this competency.

5. You are never available when I want to meet with you. How can I schedule time with you?

6. I don't have the time to do all these module activities. My other classes demand all my time, and they come first.

7. Do I have to take modules in a certain sequence?

8. Will I need other resources when I take a module?

Your feedback for the previous activity comes from your resource person's and your peer's discussion of the appropriateness of your responses to the "student" in the previous activity.

Review the "Vocational Teacher Competency Profile" which follows in order to familiarize yourself with the titles and categories of the 100 Center modules.

VOCATIONAL TEACHER COMPETENCY PROFILE

Name _____ Address _____

Institution _____ Date Started _____

Resource Person(s) _____

COMPETENCY RATING SCALE

1 Poor	The teacher is unable to perform this skill or has only very limited ability to perform it	3 Good	The teacher is able to perform this skill in an effective manner
2 Fair	The teacher is unable to perform this skill in an acceptable manner but has some ability to perform it	4 Excellent	The teacher is able to perform this skill in a very effective manner

These competencies represent the titles of 100 PBTE modules which have been developed, field tested, and revised by The Center for Vocational Education. The modules address all of the 384 performance elements identified in research conducted by The Center as important to secondary and post-secondary vocational teachers. These modules and three supporting documents—a student guide, a resource person guide, and an administrators guide will be published by American Association for Vocational Instructional Materials (AAVIM), Engineering Center, Athens, Georgia 30602.

PBTE

Supporting Materials

Guide to the Implementation of Performance Based Teacher Education by Glen E. Fardig, Robert E. Norton, and James B. Hamilton.

Resource Person Guide to Using Performance Based Teacher Education Materials by James B. Hamilton and Karen M. Quinn.

Student Guide to Using Performance Based Teacher Education Materials by Robert E. Norton and May Huang.

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

November 1976

Category		Competencies										
A	Program Planning, Development, and Evaluation (11 modules)	A-1 Prepare for a Community Survey	A-2 Conduct a Community Survey	A-3 Report the Findings of a Community Survey	A-4 Organize an Occupational Advisory Committee	A-5 Maintain an Occupational Advisory Committee	A-6 Develop Program Goals and Objectives	A-7 Conduct an Occupational Analysis	A-8 Develop a Course of Study	A-9 Develop Long Range Program Plans	A-10 Conduct a Student Follow-Up Study	A-11 Evaluate Your Vocational Program
B	Instructional Planning (6 modules)	B-1 Determine Needs and Interests of Students	B-2 Develop Student Performance Objectives	B-3 Develop a Unit of Instruction	B-4 Develop a Lesson Plan	B-5 Select Student Instructional Materials	B-6 Prepare Teacher-Made Instructional Materials					
C	Instructional Execution (29 modules)	C-1 Direct Field Trips	C-2 Conduct Group Discussions, Panel Discussions, and Symposiums	C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques	C-4 Direct Students in Instructing Other Students	C-5 Employ Simulation Techniques	C-6 Guide Student Study	C-7 Direct Student Laboratory Experience	C-8 Direct Students in Applying Problem-Solving Techniques	C-9 Employ the Project Method	C-10 Introduce a Lesson	C-11 Summarize a Lesson
	Instructional Execution (Cont'd)	C-12 Employ Oral Questioning Techniques	C-13 Employ Reinforcement Techniques	C-14 Provide Instruction for Slower and More Capable Learners	C-15 Present an Illustrated Talk	C-16 Demonstrate a Manipulative Skill	C-17 Demonstrate a Concept or Principle	C-18 Individualize Instruction	C-19 Employ the Team Teaching Approach	C-20 Use Subject Matter Experts to Present Information	C-21 Prepare Bulletin Boards and Exhibits	C-22 Present Information with Models, Real Objects, and Flannel Boards
	Instructional Execution (Cont'd)	C-23 Present Information with Overhead and Opaque Materials	C-24 Present Information with Filmstrips and Slides	C-25 Present Information with Films	C-26 Present Information with Audio Recordings	C-27 Present Information with Televised and Videotaped Materials	C-28 Employ Programmed Instruction	C-29 Present Information with the Chalkboard and Flip Chart				
D	Instructional Evaluation (6 modules)	D-1 Establish Student Performance Criteria	D-2 Assess Student Performance: Knowledge	D-3 Assess Student Performance: Attitudes	D-4 Assess Student Performance: Skills	D-5 Determine Student Grades	D-6 Evaluate Your Instructional Effectiveness					
E	Instructional Management (9 modules)	E-1 Project Instructional Resource Needs	E-2 Manage Your Budgeting and Reporting Responsibilities	E-3 Arrange for Improvement of Your Vocational Facilities	E-4 Maintain a Filing System	E-5 Provide for Student Safety	E-6 Provide for the First Aid Needs of Students	E-7 Assist Students in Developing Self-Discipline	E-8 Organize the Vocational Laboratory	E-9 Manage the Vocational Laboratory		
F	Guidance (5 modules)	F-1 Gather Student Data Using Formal Data Collection Techniques	F-2 Gather Student Data through Personal Contacts	F-3 Use Conferences to Help Meet Student Needs	F-4 Provide Information on Educational and Career Opportunities	F-5 Assist Students in Applying for Employment or Further Education						
G	School Community Relations (10 modules)	G-1 Develop a School Community Relations Plan for Your Vocational Program	G-2 Give Presentations to Promote Your Vocational Program	G-3 Develop Brochures to Promote Your Vocational Program	G-4 Prepare Displays to Promote Your Vocational Program	G-5 Prepare News Releases and Articles Concerning Your Vocational Program	G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program	G-7 Conduct an Open House	G-8 Work with Members of the Community	G-9 Work with State and Local Educators	G-10 Obtain Feedback about Your Vocational Program	
H	Student Vocational Organization (6 modules)	H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations	H-2 Establish a Student Vocational Organization	H-3 Prepare Student Vocational Organization Members for Leadership Roles	H-4 Assist Students in Developing and Financing a Yearly Program of Activities	H-5 Supervise Activities of the Student Vocational Organization	H-6 Guide Participation in Student Vocational Organization Contests					
I	Professional Role and Development (8 modules)	I-1 Keep Up to Date Professionally	I-2 Serve Your Teaching Profession	I-3 Develop an Active Personal Philosophy of Education	I-4 Serve the School and Community	I-5 Obtain a Suitable Teaching Position	I-6 Provide Laboratory Experiences for Prospective Teachers	I-7 Plan the Student Teaching Experience	I-8 Supervise Student Teachers			
J	Coordination of Cooperative Education (10 Modules)	J-1 Establish Guidelines for Your Cooperative Vocational Program	J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students	J-3 Enroll Students in Your Co-Op Program	J-4 Secure Training Stations for Your Co-Op Program	J-5 Place Co-Op Students on the Job	J-6 Develop the Training Ability of On-the-Job Instructors	J-7 Coordinate On-the-Job Instruction	J-8 Evaluate Co-Op Students' On-the-Job Performance	J-9 Prepare for Students' Related Instruction	J-10 Supervise an Employer-Employee Appreciation Event	

The following case studies describe several situations in which pre-and inservice vocational teachers involved in using PBTE curricular materials come to their resource person for help. Each case study is followed by a question or questions concerning the problems involved. Read the case studies, and based on your knowledge of the teacher educator's role as resource person, advisor, and evaluator in PBTE, devise solutions to at least four of the problems described. As you read each case study, make brief notes as to what you would advise in each case.

CASE STUDIES

1. One of your inservice teachers who is working in an inner-city school comes into your office, obviously upset, and describes what for him has been the worst day of his teaching career. His students have been more rebellious and hard to control than ever, complaining that they are never sure what they are supposed to do, why they're doing what they do in class, or what relevance some of the activities have to their interests and future goals. In addition, the brighter students seem bored half the time, complaining that they know more about the area than he does, while the slower learners are unable to keep up with the others, especially when reading assignments are involved. The whole day was chaotic, and the teacher even threatens to quit teaching altogether unless his students shape-up and remember that he is the teacher and they are there to listen and learn, without questioning his authority.

   What category of modules would you suggest this teacher consider taking in order to improve his teaching competence? Why?

   What other specific modules could you suggest he take to get at the instructional problems described?

Does this teacher have an attitudinal problem? If so, can you suggest some modules which might help him come to grips with this?

2. One of your preservice teachers is worried because, in her discussions with friends who are involved in student teaching, she has heard some "horror" stories about problems she has never associated with teaching responsibility--kids taking drugs, girls getting pregnant, family problems interfering with students' schoolwork, etc. Although she has nearly completed her basic course requirements in her teacher education program, she doesn't feel competent to handle such problems.

   What recommendations would you make to this teacher as to additional modules she could take to help give her competence in this area?

3. Your student is having difficulty with the reading level in some of the information sheets in the modules.

   What can you do or suggest to help this student?

4. Your student has been having trouble locating peers to work with in a role-play activity in one of the modules. The student is worried that he/she may not be able to complete the learning experience.

   What can you do to help this student? Has he/she overlooked or misunderstood something?

5. Your student has videotaped his performance for a simulation activity, and is so horrified by his performance and the way he looked on screen that he is thinking of giving up his plans to become a teacher. His performance <u>was</u> terrible.

   What advice would you give this student?

6. Your student is concerned because she finds herself very tempted to sneak a look at the model answers for self-checks and case studies, and just copy them.

   What would you say to this student?

7. Your student complains that he has had to plan three separate lessons for one module, and that seems ridiculous.

   What would you tell this student? Has he overlooked or misunderstood something?

8. Your student has compared her response to a case study problem with the model answer and finds that she has made some points not covered in the model answer. She doesn't know how to rate herself on this activity.

   What do you tell her?

After completing the "Case Studies," compare your answers to the model answers given below. Your responses need not exactly duplicate the model answers; however, you should have covered the same major points.

MODEL ANSWERS

1. This teacher obviously needs help in planning for instruction (Category B). He apparently does not take the needs and interests of his students into account when planning units, lessons, and instructional techniques. The less capable students, for example, need reading materials, etc., specially selected and/or developed for their level of ability, but the teacher seems not to have considered this need when planning his lessons. The fact that the students are floundering around unsure of what they're doing and why indicates that the teacher either needs help in writing clear student performance objectives, or may not be making these expectations public at all.

   This teacher needs to develop his skill in planning instruction for what appears to be a diverse, energetic, and individualistic group of students. Modules such as C-14, "Provide Instruction for Slower and More Capable Students," and C-18, "Individualized Instruction," could give him the specific information and skills he needs to do this planning. Module E-7, "Assist Students in Developing Self-Discipline" could give him insights into how the "chaos" in his classes was created, and how to avoid it in the future.

   There does seem to be a deeper problem here, however, one which involves this teacher's attitude toward teaching, toward his students, and toward his present teaching environment. He needs to think through his personal professional philosophy, and to decide whether he has selected a teaching position in keeping with his beliefs, goals, and qualifications. Modules in Category I, Professional Role and Development, would give him the opportunity to do this sort of "soul searching" and decision making.

2. Modules in the F Category, Guidance, are designed to give teachers skill in gathering data about students and putting this information to use in dealing with students' personal, educational, and vocational needs.

3. Module learning experiences in which cognitive information has been presented very often suggest an optional activity in which students can get together with peers (and/or their resource person) who are also taking the module to clarify

and elaborate on the concepts presented. In addition, the "Resources" section of the "Module Structure and Use" component points out that students should check with their resource person for additional references in their occupational specialty. You could help this student locate alternate sources more appropriate to his reading level. Another possibility is the preparation, by you or another member of your staff, of audiotapes covering the same information.

4. The "Resources" of the "Module Structure and Use" component points out that students should check with their resource person to get assistance in setting up activities with peers. Your student needs to be reminded, however, that whenever a learning activity requires working with peers, an alternate activity is provided for those unable to locate peers, and that successful completion of the alternate activity constitutes successful completion of the learning experience.

5. First of all, your student needs to be reminded that the performance-based concept allows him to recycle if necessary to develop the skills he is lacking, and to make as many attempts as necessary to demonstrate competency. Then, too, you could explain that students viewing themselves on videotapes for the first time are often overly concerned with "cosmetic" aspects. Tell him that as his confidence in his teaching skill grows, he will be less concerned with the way he "looks" on screen (partly because he will, in fact, "look" better all around).

6. You need to remind this student that using the modules effectively requires her to take major responsibility for her own learning, including developing the self-discipline to avoid taking the easy way out. Of course, every module calls for performing the competency in an actual school situation; the student who shortcuts the system may find herself standing in front of a classroom with "egg" on her face. There is another consideration, however, concerning the definition of "cheating." In the process of copying model answers and possibly discussing them with peers who are also taking the module, the student may well be learning. If so, who has been "cheated"?

7. Most modules which call for lesson planning inform the student in the activity directions that if he has completed a learning experience involving developing a lesson plan, he may use the same plan, or a modified version of it, in another learning experience, including the final one. Or, he may use a lesson plan developed for some other module or teaching activity, with your approval.

8. The "Level of Performance" for the model answer tells the student that if she has questions about any additional points she made in her response, she can check with her resource person. You would need to examine her answer and based on your knowledge of the subject, determine whether these additional points are accurate. If she has covered the same major points as the model answer, then she has successfully completed the activity; however, if her additional points were inaccurate, you would want to discuss these with her to clear up any problems before she proceeds to the next activity/learning experience.

LEVEL OF PERFORMANCE: Your notes should have covered the same major points as the model answers. If you missed some points, or have questions about any additional points you made, check with your resource person.

You may wish to assume that you are a resource person who will be working with a student taking a module selected by your resource person. Review the module to prepare yourself to assess the teacher's competency in an actual school situation. Join the other workshop participants to view the "teacher" attempting to test out of the module. Assume the role of the resource person, and assess the teacher's competency in performing this skill, using the "Teacher Performance Assessment Form" contained in the module.

You may wish to join the other members of your group for a small group discussion in which you share your completed checklists and compare your ratings with those of your resource person, who will also have completed the "Teacher Performance Assessment Form."

Learning Experience IV

OVERVIEW

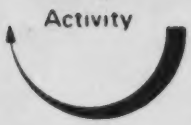
After a presentation on the implementation procedures and guidelines to be followed in your institution's PBTE effort, plan for your use of the modules and the orientation of your students to their use.

You will be listening to a large-group presentation on your institution's PBTE implementation procedures and guidelines, and participating in a question-and-answer session following the presentation.

You will be planning, individually and in small groups by vocational service area, for your use of the modules and for the orientation of your students to their use.

You will be reviewing the list of modules, pp. 64-66, and determining which modules, in what quantities, you wish to use as a resource person.

Your competency in planning for your use of the modules and for the orientation of your students to their use will be evaluated by your resource person, individually or in small groups.



Join the other orientation workshop participants for a large-group presentation on the implementation procedures and guidelines to be followed in your institution's PBTE effort. As you listen to the presentation, note any questions you may have, and raise these during the question-and-answer session following the presentation.

Working individually, and with other members of your vocational service area, plan for your use of the modules and for the orientation of your students to their use (e.g., how will you help a student who is accustomed to a more structured approach to learning understand and accept his/her role in PBTE and modularized instruction? In what course or courses will we use the modules?). Make brief notes as you plan, noting any questions and concerns you may have.

Review the "PBTE Modules Order and Availability Form," pp. 64-66, and identify, for your site coordinator, the modules you would like to use and the quantities you would need. Check with a resource person if you have any questions about module availability and purchasing procedures.

Your resource person will discuss your plans with you, including any questions or concerns you have about your role as a resource person implementing PBTE at your institution and orienting your students to the use of modules.

Module Number	Name of Module	Date Available for Sale	Price Each	Quantity Desired	TOTAL COST
CATEGORY F: GUIDANCE					
F–1	Gather Student Data Using Formal Data Collection Techniques	9–30–77	2.70		
F–2	Gather Student Data Through Personal Contacts	9–30–77	2.00		
F–3	Use Conferences to Help Meet Student Needs	9–30–77	2.40		
F–4	Provide Information on Educational & Career Opportunities	9–30–77	2.20		
F–5	Assist Students in Applying for Employment or Further Education	9–30–77	2.60		
CATEGORY G: SCHOOL-COMMUNITY RELATIONS					
G–1	Develop a School-Community Relations Plan for Your Vocational Program	3–03–78	1.50		
G–2	Give Presentations to Promote Your Vocational Program	3–03–78	2.00		
G–3	Develop Brochures to Promote Your Vocational Program	3–03–78	2.50		
G–4	Prepare Displays to Promote Your Vocational Program	3–03–78	2.40		
G–5	Prepare News Releases & Articles Concerning Your Vocational Program	3–03–78	2.40		
G–6	Arrange for Television & Radio Presentations Concerning Your Vocational Program	3–03–78	2.50		
G–7	Conduct an Open House	3–03–78	1.50		
G–8	Work with Members of the Community	3–03–78	2.30		
G–9	Work with State and Local Educators	3–03–78	1.50		
G–10	Obtain Feedback About Your Vocational Program	3–03–78	1.70		
CATEGORY H: STUDENT VOCATIONAL ORGANIZATION					
H–1	Develop a Personal Philosophy Concerning Student Vocational Organizations	9–16–77	1.30		
H–2	Establish a Student Vocational Organization	9–16–77	1.80		
H–3	Prepare Student Vocational Organization Members for Leadership Roles	9–16–77	1.70		
H–4	Assist Students in Developing and Financing a Yearly Program of Activities	9–16–77	1.80		
H–5	Supervise Activities of the Student Vocational Organization	9–16–77	1.80		
H–6	Guide Participation in Student Vocational Organization Contests	9–16–77	1.80		
CATEGORY I: PROFESSIONAL ROLE AND DEVELOPMENT					
I–1	Keep Up-to-Date Professionally	2–17–78	3.10		
I–2	Serve Your Teaching Profession	2–17–78	2.10		
I–3	Develop an Active Personal Philosophy of Education	2–17–78	3.10		
I–4	Serve the School & Community	2–17–78	1.30		
I–5	Obtain a Suitable Teaching Position	2–17–78	2.50		
I–6	Provide Laboratory Experiences for Prospective Teachers	2–17–78	2.30		
I–7	Plan the Student Teaching Experience	2–17–78	2.30		
I–8	Supervise Student Teachers	2–17–78	2.50		
CATEGORY J: COORDINATION OF COOPERATIVE EDUCATION					
J–1	Establish Guidelines for Your Cooperative Vocational Program	1–20–78	2.40		
J–2	Manage the Attendance, Transfers, & Terminations of Co-Op Students	1–20–78	1.30		
J–3	Enroll Students in Your Co-Op Program	1–20–78	3.90		
J–4	Secure Training Stations for Your Co-Op Program	1–20–78	1.40		
J–5	Place Co-Op Students On the Job	1–20–78	4.00		
J–6	Develop the Training Ability of On-the-Job Instructors	1–20–78	1.70		
J–7	Coordinate On-the-Job Instruction	1–20–78	3.30		
J–8	Evaluate Co-Op Students' On-the-Job Performance	1–20–78	1.90		
J–9	Prepare for Students Related Instruction	1–20–78	1.90		
J–10	Supervise an Employer-Employee Appreciation Event	1–20–78	2.00		

Learning Experience V

OVERVIEW

Given the orientation workshop is almost over, tie up any loose ends.

You will be participating in a large-group session during which you may raise any questions you have that are still unanswered.

You will be assessing your competency in being ready to serve as a resource person by completing the "Estimate of Performance," and will be providing the workshop staff with feedback on your overall orientation experience by completing the "Final Workshop Evaluation."

You have just been through what we hope were two productive days filled with helpful and effective learning experiences. If you still have some questions you want answered on problem areas on which you would like help, you will have the opportunity to air these concerns during this large group question-and-answer session.

Evaluate your competency in being ready to serve as a resource person for The Center's PBTE curricular materials using the "Estimate of Performance," and provide feedback to the workshop staff on your overall orientation experience by completing the "Final Workshop Evaluation."

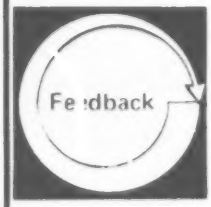
Learning Experience VI

FINAL EXPERIENCE

Within your own institution, adapt, utilize, and implement performance-based vocational teacher education curricular materials.

After completing the on-site orientation activities, adapt, utilize, and implement PBTE curricular materials. This will include:

1. Assisting the site coordinator in finalizing program plans and acquiring resources.
2. Orienting students to the PBTE curricular materials.
3. Serving as resource person, advisor, and evaluator to students.



Your total competency will be assessed by you, using the "Teacher Performance Assessment Form," pp. 73-74.

Based upon the criteria specified in this assessment instrument, you will determine whether you are competent in adapting, utilizing, and implementing PBTE curricular materials.

Rate your level of performance on each of the following performance components involved in adapting, utilizing, and implementing PBTE curricular materials. Indicate the level of your accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was inapplicable, or impossible to execute, place an X in the N/A column instead.

TEACHER PERFORMANCE ASSESSMENT FORM

In adapting, utilizing, and implementing PBTE curricular materials in your own institution, you worked with the site coordinator in:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. deciding upon the basic characteristics of your program model.....						
2. finalizing your program design.....						
3. selecting the specific modules to be used in your program, including:						
a. preservice.....						
b. inservice.....						
c. required.....						
d. elective and/or optional.....						
4. planning and conducting student orientation to PBTE curricular materials.....						
5. conducting awareness activities for concerned others.....						
6. outlining and implementing procedures for selecting students.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
7. planning staff responsibilities.....						
8. obtaining required and optional resource materials and equipment.....						
9. establishing and organizing a resource center.....						
10. planning and implementing a management system for the resource center.....						
11. arranging for videotape studio/classroom facilities.....						
12. outlining and implementing procedures for using cooperating school field-sites (e.g., for testing students' actual classroom performance).....						
13. devising student grading and credit procedures (e.g., arranged for providing either college credit and/or credit toward certification).....						
14. planning and conducting faculty and program awareness seminars						
15. providing feedback on implementation activities, procedures, problems and solutions.....						
16. conferring with Institute staff during site visits.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, discuss this with Institute staff either by telephone or during a site visit, and in keeping with the performance-based concept, if necessary, do it again until it works!